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ABSTRACT

This publication describes a joint program in which K-12 social studies methods students enrolled at Indiana University utilize the facilities of the Northern Indiana Historical Society Museum (NIHSM). The museum has developed two kits--the Indian Kit and the Pioneer Kit--which contain items most representatve of the pioneer and Indian eras of northern Indiana. As part of their course work, methods students are required to make a minimum of three kit presentations to fourth grade classes in local public schools and to conduct a minimum of one field trip through the museum. The methods students are trained in the use of the kits through a slide presentation. Slides were made of each item in the kits and descriptions of each item were recorded. As part of their training, students are also required to read the "Handbook for Museum Tour Guides" which contains background readings, presents directions for using the kits, and helps the students prepare for conducting a field trip through the museum. To advertise the program, a brochure is designed, printed and mailed through Indiana University to each fourth grade teacher of Indiana history in St. Joseph County. Teachers return the reservation form to the museum's Education Coordinator if they wish to schedule either a kit or a field trip. Appendices, which comprise the bulk of the publication, include a sample of the slide descriptions, the table of contents of the handbook, and letters sent to the teachers. (Author/RM)

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MUSEUM KITS:

A JOINT VENTURE OF INDIANA UNIVERSITY AT SOUTH BEND AND THE NORTHERN INDIANA HISTORICAL SOCIETY MUSEUM

An Illustrated Presentation

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

CHARLES R. DUVALL

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by

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Indiana University at South Bend

and

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Education Coordonator
Northern Indiana Historical Society Museum

SO 013 416

42nd Annual Convention
Indiana Council for the Social Studies
Ball State University, Muncie, Indiana

April 3, 1981

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MUSEUM KITS:

by

Charles R. DuVall, Ph.D.

and

Michael C. Hawfield, Ph.D.

The program "Indians and Pioneers" is a jointly sponsored effort of Indiana University at South Bend and the Northern Indiana Historical Sociaty Museum. It is designed to meet the following institutional and community needs:

1. Provide a means for acquainting students (usually at the fourth grade level) with their historic past and cultural heritage.
2. Meet the "field experience" requirement of the University's junior year program (Rules 46 and 47).
3. Serve the needs of the public and private schools of St. Joseph County, Indiana, for augmenting their instructional program, particularly as it relates to Indiana History.

This program is a multi-facated approach to teaching future teachers as well as teaching students. It utilizes both the human and community resources of St. Joseph County and involves many different segments of the population. The program is now nearing its first full year of operation. The following descriptions identify its chief instructional emphases and are accompanied by the slide presentation, which is intended to illustrate its strengths.

KIT PROGRAM

University responsibilities. All students who enroll in the Social Studies Methods course (both elementary and secondary), usually taken during the Junior year, concurrently enroll in the "field experience" component. This "coupled enrollment" insures logistical control of the field experience component with a minimum of administrative effort. The "methods" instructor is assigned

full responsibility for the field experience component as well as the Methods course. This creates a high degree of instructional latitude within the total time block assigned to the two courses (methods - 2 credit hours, field experience - 1 credit hour).

Students are instructed in the contents of either the INDIAN KIT or the PIONEER KIT. Assignment of students to teach in the public and private schools is based upon the demand for the KIT program from teachers (see below). Experience has indicated that there is a greater demand for INDIAN KITS during the Fall semester and for the PIONEER KITS during the Spring semester.

Training is accomplished through the use of slide-sound presentations jointly prepared by the University instructor and the Education Coordinator, Northern Indiana Historical Sociaty Museum (NIHSM). Slides were made of every item in each of the two kits and descriptions of each item were then recorded (see Appendix). These two "learning packages" are available to the "methods students" in the Learning Resource Center (LRC) of Indiana University at South Bend (IUSB). After students have been assigned to be either "Indians" or "Pioneers" they are then urged to view the particular training package dealing with their kit. Following approximately two weeks of intensive study they attend one class session at the NIHSM where they are further instructed by the Education Coordinator.

Museum responsibilities. The Education Coordonator of the Museum, as well as the Curator, have carefully selected items most representative of the Pioneer and Indian eras of Northern Indiana. All items in both kits are intended to be handled by students -- this is a HANDS ON EXPERIENCE!!! No rare or hard to replace items are included in either kit -- and all are authentic.

In addition to the preparation of the slide-sound materials the Education Coordinator of the NIHSM also prepared a booklet (129 pp.) of background readings entitled Handbook for Museum Tour Guides - 1981 (see Appendix). A copy of this publication is provided each "methods student," on a loan basis, through the LRC. This booklet not only covers materials of use in making a "kit" presentation but also

helps the student with background materials in preparation for conducting a FIELD TRIP through the NIHSM.

FIELD TRIPS

In addition to teaching a minimum of three (3) KIT presentations the "methods student" is also required to conduct a minimum of one (1) FIELD TRIP through the NIHSM.

University responsibilities. A slide-sound familiarization presentation was prepared, similar to the two prepared for the "kit" materials. It is intended to acquaint the "methods students" with the "standard" tour of the museum. In addition to studying the training package students are also urged to accompany, as an observer, one field trip through the museum.

Museum responsibilities. The Education Coordinator assists the "methods students" in scheduling their familiarization tour of the NIHSM as well as assisting in their training.

LOGISTICS

The logistical planning and handling of the different facets of this KIT-FIELD TRIP program have been jointly developed and are jointly handled by the University instructor and the Museum's Education Coordinator. The following presents a brief descriptive outline of the way in which the logistical components are handled:

Contact with the schools. A brochure, designed, printed and mailed through IUSB is made available to each (fourth grade) teacher of Indiana History in the elementary schools of St. Joseph County (see Appendix). Teachers return the "reservation form" to the Museum's Education Coordinator, if they wish to schedule either a KIT or a FIELD TRIP.

Scheduling students. Students are matched with teachers who have requested KITS by the University instructor. A form letter informs the teachers of the name of the student assigned to teach in that teacher's room. It is the responsibility of the "methods student" to initiate contact and schedule the classroom kit presentation. After contacting the teacher and determining an available date and time (either morning or afternoon) the student enters the scheduled

visit in the "master schedule book," thus reserving a time for the kit's use. The teacher receives confirmation of the scheduled visit as well as copies of the evaluation instrument and a self-addressed, postage paid envelope for the return of the evaluation instrument. Students receive a copy of this letter as well as the evaluation instrument. Both the teacher and student complete and return copies of the evaluation instrument to the University methods instructor.

Field trips. All Field Trips must be scheduled through the Education Coordinator of the Museum. Students are required to conduct one (1) FIELD TRIP each semester. They are urged to attempt to do this with one of the classes with which they have worked on their KIT. The Education Coordinator is responsible for evaluating student performance of the FIELD TRIP. No student is permitted to conduct a Muesum Field Trip without passing a proficiency test (80 per cent level). This test is designed to cover the major points of the FIELD TRIP (this requirement is presently under evaluation).

ADDENDUM

Data presently being collected, related to teacher and student evaluation of their KIT teaching experiences, will be analyzed and reported. This report should be available by December, 1981. It is also planned to survey the teachers and students involved in this program over the last year for their suggentions concerning "strengths" and "areas of concern" as well as "suggestions for improvement." This report will be used to modify the program for the 1981-1982 School Year, as well as be used in the research report referenced above.

Further detailed information and help in establishing similar programs may be obtained from:

Charles R. DuVall, Ph.D.
Professor of Education
IUSB
1700 Mishawaka Avenue
South Bend IN 46615

Michael Hawfield, Ph.D.
Education Coordinator
NIHSM
112 South Lafayette Boulevard
South Bend IN 46601

APPENDIX A

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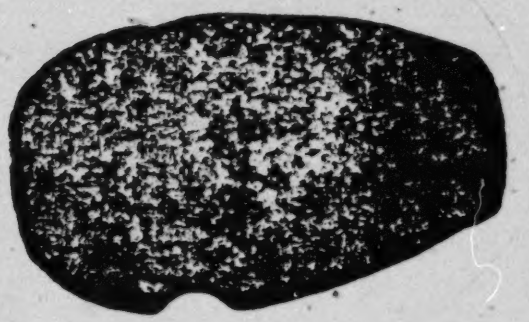
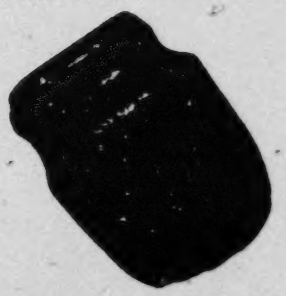
FRAME 1

Mastodon Tooth: This is a molar of a Mastodon, a hairy, elephant-like creature that stood about nine feet tall and had long tusks, also about nine feet long. Very common to the Great Lakes region, the Mastodon was frequently hunted by the Paleolithic Indians, 10-12,000 years ago.



FRAME 2

Large stone axe: this is a "grooved" axe, so-called because of the encircling groove for hafting, and is about 8-10 thousand years old. Common to primitive people all over the world, this tool was used for felling timber or as a weapon. Some axe-heads are as long as two ffet and weigh as much as twenty-pounds; undoubtly there were ceremonial items.



FRAME 3

Small polished axe-head: also a "grooved" axe, this item is probably not as old as the large stone axe because of its highly polished finish. Used in the same was and for the same reasons as the large axe, this tool is superior because it is highly polished and thus holds a sharper cutting edge.

Appendix A

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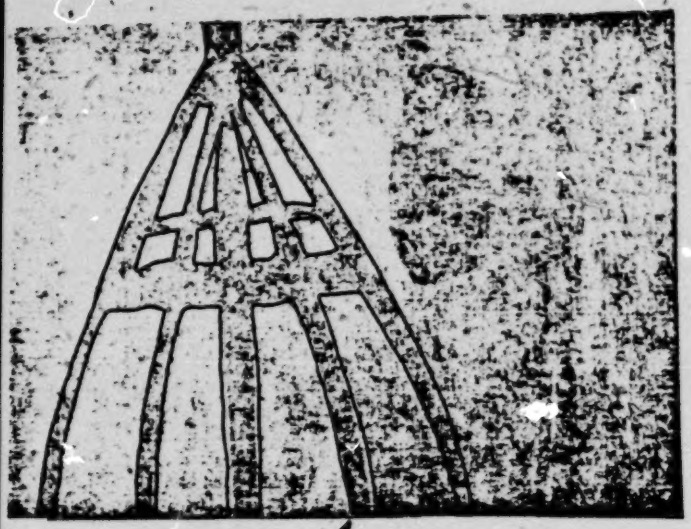
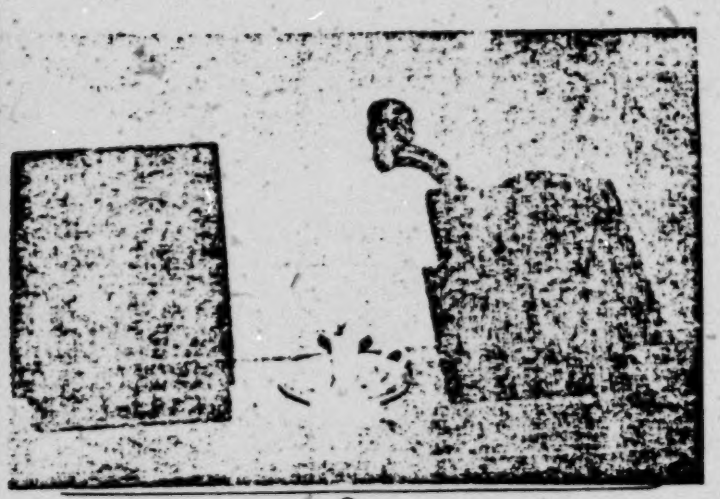


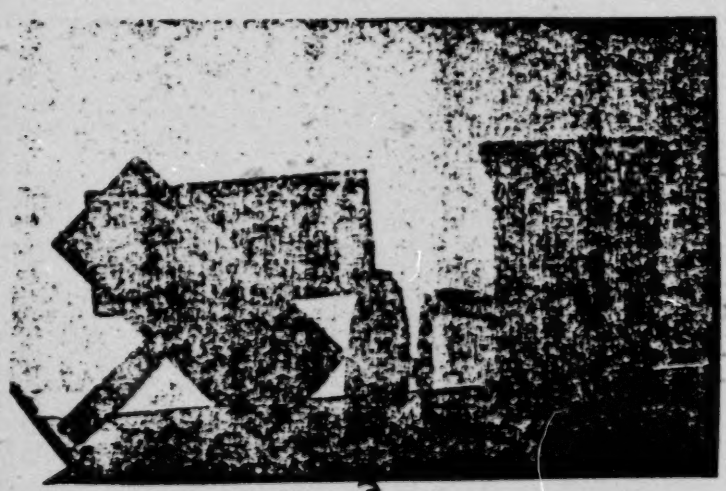
FRAME 1

Wooden hay rake and Broad-axe: notable about the hay rake is that it is entirely made of wood and is a good illustration of the skill in wood-working of the every-day pioneer. The broad-axe was one of the most basic tools owned by almost all pioneers. It was used primarily for squaring the logs used in cabin building; boat-building or any other construction requiring fitted timbers. This axe is a notable example of a hammer-welded axe, the weld being indicated by the red line drawn of the blade of the axe.



FRAME 2

Foot-warmer; candle holder; coffee-gringed: the foot-warmer contains a small pan for hot coals; it was usually taken on trips for use in carriages or wagons and in buildings, such as a church that was not heated. The candle-holder is not exceptional, but is is typical of the sort of thing that was treasured by the pioneers for NOT being made of wood or fiber. The coffee-grinder is of the mid-nineteenth century and would be found in some of the better supplied cabins.



FRAME 3

Carding-paddles; clothes iron; candle-mold: the carding-paddles are used for combing wool in preparation for the spinning wheel. The iron in the kit is made of cast-iron and has a replacement handle, which is made from a large screw-eye and is indicative of the care which pioneers took to preserve the little iron available to them.
The candle-mold is made of tin and contains enough holes for a dozen candles; wick-string was hung in the holes and was or tallow was poured into the mold and allowed to dry.

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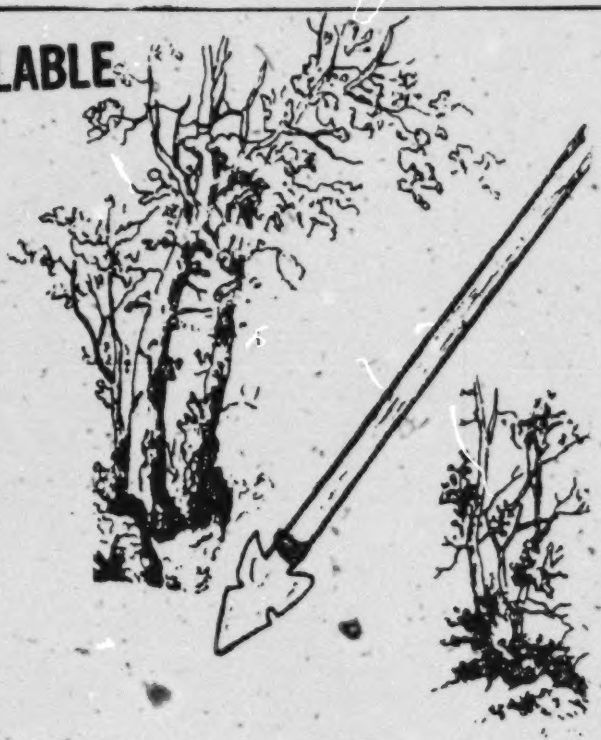
INDIANS / PIONEERS

"Indians/Pioneers" Bruchure



(USB/
Northern Indiana
Historical Socie

I would prefer the

Pioneer Presentation ☐

Indian Presentation ☐

Museum Tour ☐
(Must be scheduled through NIHS Museum - Telephone: 284-9664)

Best day of week and time for Classroom presentation

	Day	Time
1.		
2.		
3.		

Number of pupils_____

Teacher's Name_____

School_____

School Telephone #_____

Home Telephone #_____

Send to: Dr. Michael Hawfield, Education Coordinator
Northern Indiana Historical Society
112 S. Lafayette Blvd.
South Bend, Indiana 46601

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Indians / Pioneers

in the Classroom

at the Museum

INDIANS AND PIONEERS

Fourth-grade classroom teachers are invited by Indiana University at South Bend and the Northern Indiana Historical Society to take part in a special new "Indians and Pioneers" museum tour and classroom program. Teachers can select either the museum tour or the classroom program for their pupils.

The day-to-day lives of former Michiana residents, both Indians and pioneers, will be introduced to your fourth-grade pupils by IUSB education students who will be available from February 15 to April 30.

iusb
Indiana University at South Bend

MUSEUM TOUR

To go along with the visit to their class, your fourth-graders can go on a tour of the Northern Indiana Historical (NIHS) Museum led by a museum-trained guide. Here students will have a chance to visit a museum that is related to subject matter they have discussed in class.

These 60-minute guided tours will include prehistoric and historic Indian culture, French explorer, and early day St. Joseph County memorabilia of the Historical Society Museum in South Bend.

CLASSROOM PROGRAM

Hour-long presentations explaining Indian and pioneer activities in the context of the historical events which shaped their times will be presented in your classroom by these IUSB students. They will bring with them Indian artifacts and tools or pioneer household and business items and farming equipment that pupils can hold and pass around. A portion of the classroom session will be saved for questions from pupils.

NIHS

IUSB STUDENTS

"Indians and Pioneers" is a newly designed project coordinated by Dr. Charles R. DuVall, professor of education at IUSB, under the direction of Dr. Michael Hawfield, NIHS education coordinator. It is part of a required workshop for junior-level elementary and secondary education students. These students have taken a training course at the museum, have devised their own lesson plans, and have passed a proficiency examination. You will be asked to evaluate the students on their work.

Please plan to schedule these presentations on a one student to one class basis. Multiple class groups can be accommodated by several students. However, because the number of students available to give presentations is limited, assignments will be made as they are received, first-come, first-served.

If you are interested in part or all of "Indians and Pioneers," fill out the back section of this brochure.

Northern Indiana Historical Society
112 S. Lafayette Boulevard, South Bend, Indiana 46601

APPENDIC C
Handbook w/Table of Contents
Page 9

HANDBOOK
FOR
MUSEUM TOUR-GUIDES

1981

Michael C. Hawfield
Education Coordinator
284-9664

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INDIANA UNIVERSITY at SOUTH BEND
1700 MISHAWAKA AVENUE
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION

TEL. NO. 219—237-4339

Letter to Teacher

Dear

Thank you for agreeing to cooperate in the Pioneers/Indians project jointly sponsored by Indiana University at South Bend and the Northern Indiana Historical Society Museum. I hope that you find it meets the educational needs of your students and is a professionally worthwhile experience.

The student assigned to you is:

This student has been instructed to cooperate with you in preparing lesson plans and in establishing the time to visit your classroom and teach your pupils. There are several things you may wish to keep in mind while working with this student:

a. This person probably has never been exposed to a full classroom of pupils before. It is a new and somewhat "terrifying" experience. In some cases several teachers combined requests. Had the students been more experienced I would have honored these combined requests. Because of the training level of the students I assigned different students to each classroom. I wanted the students to have a sound teaching experience without being overwhelmed.

b. Only one (1) Pioneer and one (1) Indian Kit are available. The student has the responsibility of coordinating the scheduling with the Museum and other classmates as well as with you, not to mention their own class schedule as well as (in many cases) varied home responsibilities. Any flexibility you can provide will be appreciated.

c. You will be provided an evaluation instrument prior to the student's classroom visit. I would apprecaite it if you would return your evaluation immediately following the lesson presentation. I will then schedule a follow-up conference with the student. The student <u>will not</u> see your evaluation, but I will base my conference on its contents.

d. The student has been instructed that s/he is a guest in your classroom. S/he will conform to all applicable school and district rules and regulations relating to professional conduct and deportment.

e. If you have any questions or problems please contact either Dr. Hawfield or myself at the telephone numbers listed below. I teach a late afternoon-evening schedule, therefore I am usually at home in the mornings. If you call after school and I am not available, my family will take the message and I will return your call as soon as I return home.

Again, thank you for your professional interest in this program. I am looking forward to working with you in helping my students become contributing members of our profession.

Sincerely,

Charles R. "Bob" DuVall, Ph.D.
Professor of Education

Telephone: 237-4249 (office)
291-6485 (home)
237-4394 (secretary)

Dr. Mike Hawfield
Education Coordinator
Northern Indiana Historical
Society Museum
Telephone: 284-9664 (office)
287-7760 (home)

FIELD EXPERIENCE EVALUATION - Indiana University at South Bend

Student: Teacher:

Date: School:

Kit: Pioneer Indian

Instruction: Please check each applicable trait.

	Outst.	Strong	Satis.	Imp.N.	N.A.
ORGANIZATION:					
Pre-planning in evidence	___	___	___	___	___
Equipment and materials ready before class	___	___	___	-	___
Lesson planned to meet students' needs	___	___	-		___
Evaluation plan is evident/implemented	___	___			___
LESSON PRESENTATION:					
Smooth progression and transition	___			___	___
Appropriate timing	___		-	___	___
Objectives clearly implemented	-		___	___	___
Directions clear			___	___	___
Chalk board use appropriate (handwriting)		___	___	___	___
PERSONAL CHARACTERISTICS:					
Appropriately dressed	___	___	___	___	___
Voice is adequate to situation	___	___	___	___	___
Uses positive reinforcement	___	___	___	___	___
PROFESSIONAL CHARACTERISTICS:					
Most students involved in lesson	___	___	___	___	___
Individual needs recognized (met)	___	___	___	___	___
Student participation encouraged	___	___	___	___	___
Showed respect for student ideas (questions)	___	___	___	___	___
Appropriate classroom behavior maintained	___	___	___	___	___

APPENDIX E Page 13
Evaluation Instrument w/Cover Letter

COMMENTS:

Please identify two or three of the most positive aspects of this lesson.

Have you any suggestions for improvement?

My overall rating of this lesson would be:

___Outstanding ___ Strong ___ Satisfactory

___Improvement Needed ___ Poor (Continue on back if necessary)

INDIANA UNIVERSITY at SOUTH BEND
1700 MISHAWAKA AVENUE
SOUTH BEND, INDIANA 46615

JUN 29 1981

March 24, 1981

Enclosed please find two (2) copies of the FIELD EXPERIENCE EVALUATION form for the student who visited (or will visit) your class. I would appreciate it if you would complete one (1) copy of this form and return it to me at your earliest convenience. You may keep the second copy for your own record.

I will use your evaluation as a basis for my conference with the student. Your evaluation will not be seen by the student, however, you can provide much useful information.

A self-addressed, postage paid envelope has been enclosed for your convenience in replying. Again - THANKS for your cooperation in this effort.

Sincerely,

Charles R. DuVall

Charles R. DuVall, Ph.D.
Professor of Education

Encl.